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ABSTRACT

The Task Force on School Violence was convened to generate recommendations to key state policy makers to stem the rising tide of violence on school campuses. This report presents the task force's conclusions in two sections: (1) Findings; and (2) Recommendations. In their findings, the task force identified some key elements of prevention strategies: coordination of community services/site-based social services, adult mentoring/parent involvement, training in social skills and conflict resolution, community service and jobs for youths, alternative to suspension, non-violent messages in the media, and smaller schools or schools within schools. The task force also outlined elements of effective intervention strategies in the school. These included: caring, knowledgeable, trained staff; a controlled, disciplined environment; physical training/teamwork; accelerated learning/high expectations; character education, ethics education and self-discipline; adult role models/parent involvement; and community service/job training. Successful educational alternatives outside public schools are also discussed. The task force's recommendations targeted the legislature, the state board of education, the state superintendent, and local governing boards. Some of these recommendations included increased consequences for possession or use of weapons, alternatives to suspension or expulsion, increased governmental responsibility, increased funding for alternative programs, promote student involvement, more information on successful parenting, and better communication between the home and school. Citations of current statutes and recommended changes are included. Contains 15 references. (RJM)

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REPORT
of the
SUPERINTENDENT'S

TASK FORCE
ON
SCHOOL VIOLENCE

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ARIZONA DEPARTMENT OF EDUCATION
C. Diane Bishop, Superintendent
January 1994

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REPORT
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ON
SCHOOL VIOLENCE

ARIZONA DEPARTMENT OF EDUCATION
C. Diane Bishop, Superintendent

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PREFACE

It is indeed a sad reflection on our times that in order to pursue the academic mission of our public schools, a statewide Task Force on School Violence had to be convened. What used to happen only on occasion on school campuses around this state and nation has become almost a daily occurrence: some act of intimidation or actual violence by students against fellow students or school personnel.

This insanity must stop. Schools are institutions of learning, not of threats. Students who want to learn have the right to have access to school environments that are safe and conducive to learning. Yet as educators, we also realize that alternate ways must be found to reach out to these chronically disruptive and dangerous students. Simply to turn our backs on these troubled youths does a disservice not only to them but to our society as a whole. While the criminal justice system must deal with them strongly and swiftly, it is the obligation of the education system to offer these students other schooling options in which they may be more successful than in the traditional classroom setting.

The recommendations contained in this report are but one part of bringing an end to the youth violence that plagues our state and its schools. I am hopeful that all entities, public and private, that have a stake in this issue will work cooperatively to reclaim our schools and neighborhoods from violence.

I especially want to acknowledge the contributions of the students who shared with the Task Force the stark realities of school life in the 1990s.

C. Diane Bishop
State Superintendent of Public Instruction

January 1994

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INTRODUCTION

The Task Force on School Violence was convened to make recommendations to key state policy makers to stem the rising tide of violence on school campuses. The membership included school personnel, legislators, parents, students, law enforcement officials and members of the public. In addition to the student members, the Task Force invited students from across the state to participate in the discussions on several occasions.

The Task Force began its deliberations by defining violence as "an act or threat of an act intended to inflict harm or intimidate others." It then examined the status of juvenile violence to understand the magnitude of the problem.

CURRENT SITUATION

Maricopa County Reports a 119% Increase in Violent Offenses From 1987 to 1991.

The 1991 Superior Court of Arizona *Annual Report* for the Maricopa County Juvenile Court Center lists the type and number of juvenile delinquency and incorrigibility referrals to Maricopa County Juvenile Court. The information was obtained from police reports, school attendance and disciplinary records, and probation officers who interviewed the juveniles and their families.

Geographically, Arizona is the sixth largest state in the nation with 113,909 square miles and a population estimated at 3,767,000 in 1991. Approximately 57.9%, or 2,179,975, of this population resides in Maricopa County and, of the Maricopa population, 611,130 are 0 to 17 years old. In any given year, about 6% of this juvenile population is referred at least once to the Juvenile Court Center. In reviewing the 40 most common reasons for referral to the Juvenile Court Center, the report notes a significant increase in the number of incidents of violent behavior and criminal acts from 1987 to 1991. The following are examples of violent behavior and crime referrals:

	1987	1991
Assault (simple and aggravated)	1,300	2,488
Criminal Damage	823	1,353
Disorderly Conduct	390	645
Domestic Violence	201	544
Weapons Misconduct	99	279
Incorrigibility	175	261
Intimidation	99	215
Endangerment	78	211
Robbery	111	305
Child Molestation	88	121
School Interference	17	83

Of the total number of delinquency and incorrigibility referrals in 1991, the number of offenses reported as violent increased from 881 in 1987 to 1,933 in 1991, an increase of 119%. It should be noted that these data reflect only those offenses processed through the Juvenile Court Center and do not reflect the number of offenses resolved by public schools or local police departments.

At the time of their referral, 20,953, or 73.7%, of the juveniles were attending school; 5,386, or 18.9%, were not attending school; and the status of 1,928, or 6.8%, was unknown. Of those students referred to the Juvenile Court Center who were attending school, most were referred for crimes such as violence, grand theft, obstructing police investigations, fighting, drugs, disturbing the peace and theft. Of significant concern to the Task Force was the fact that over a five-year period the number of students being referred to the Juvenile Court Center who were no longer attending school increased by 40%.

One Out of Every Nine Pima County Young People Will Be Arrested Before Age 18.

According to the *Pima County Kids Factbook*, arrests of teens for violent crimes in Pima County increased 56% from 1985 to 1990. This statistic parallels what the FBI reports nationally: that violent crime is up among young people from all walks of life. The same report states that one out of every nine Pima County young people will be arrested before age 18, a rate that has grown 25% in five years.

Suspensions From School Increased by 533 in One Year.

In a report of suspension statistics for 1991-1992 and 1992-1993, one Pima County school district reported that violent acts against persons increased by 24%, from 2,189 in 1992 to 2,722 in 1993. These acts of violence included assault; aggravated assault; fighting; reckless endangerment; battery; and possession, concealment and assault with a weapon. Acts of violence against property, such as vandalism and arson, increased from 100 reported cases in 1992 to 149 in 1993.

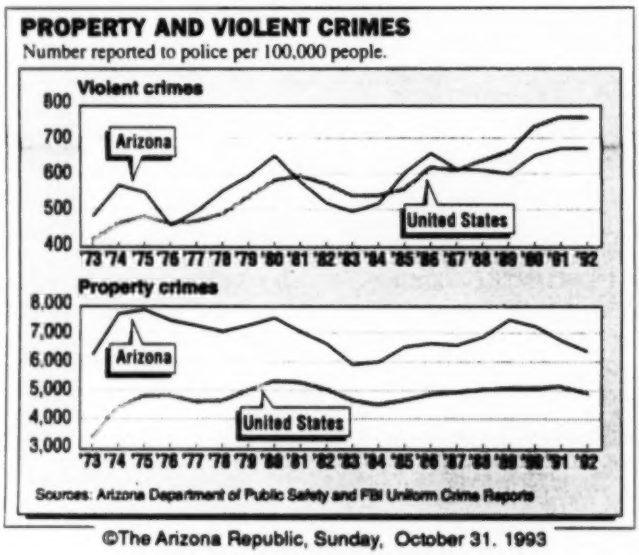
Juveniles Accounted for 21% of All Arrests Reported Statewide in 1991.

The most current data regarding violent crimes on a statewide basis are reported by the Arizona Department of Public Safety in its 1991 *Uniform Crime Report*. During this year, there were 276,421 crimes against persons (murder, rape, robbery and aggravated assault) or property (burglary, larceny, motor vehicle theft and arson). A total of 24,898 violent crimes were reported, of which 16,852, or 67.6%, were aggravated assault charges. Crimes against

property accounted for 251,523, or 91%, of the total crimes committed. There were 50,379 arrests for these property crimes. Juveniles accounted for 19,072, or 37.9%, of these arrests. There were 254,342 persons arrested in 1991. Of this total, juvenile arrests accounted for 54,767, or 21%.

General Summary

In summary, the statistics cited above in the *Annual Report* from the Maricopa County Juvenile Court Center, the *Pima County Kids Factbook*, suspension statistics for 1991-1992 and 1992-1993 from a selected large metropolitan school district, and the 1991 *Uniform Crime Report* collectively reflect the severity of juvenile violence in Arizona. The following graphs, as reported in *The Arizona Republic*, October 31, 1993, clearly demonstrate the increase in violence against persons and property occurring in our schools, cities and state. The most disturbing finding is the dramatic increase in violent acts committed by and against juveniles.



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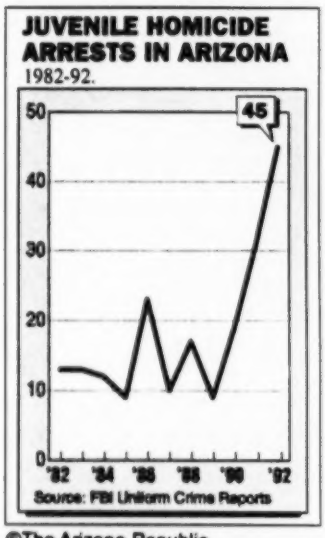

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The Task Force on School Violence presents the following findings and recommendations to local governing boards, the state Board of Education, the state Superintendent of Public Instruction and the Arizona Legislature. It is the intent of the Task Force that positive consideration be given and action taken to address violent acts against persons and property in our schools and among our youths.

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SUCCESSFUL EDUCATIONAL PROGRAMS – PREVENTION WITHIN SCHOOLS

THE TASK FORCE ON SCHOOL VIOLENCE IDENTIFIED THE KEY ELEMENTS OF EFFECTIVE PREVENTION STRATEGIES TO INCLUDE

- **COORDINATION OF COMMUNITY SERVICES/SITE-BASED SOCIAL SERVICES**
- **ADULT MENTORING/PARENT INVOLVEMENT**
- **TRAINING IN SOCIAL SKILLS AND CONFLICT RESOLUTION**
- **COMMUNITY SERVICE AND JOBS FOR YOUTHS**
- **ALTERNATIVES TO SUSPENSION**
- **NON-VIOLENT MESSAGES IN THE MEDIA**
- **SMALLER SCHOOLS OR SCHOOLS WITHIN SCHOOLS**

Coordination of Social Service Efforts/Site-Based Social Services

The fragmentation of social and community services throughout different agencies at the state and local levels often makes these services inaccessible to at-risk families and children. For such services to be effective in helping break the cycle of violence, they must be coordinated and offered comprehensively through local neighborhood service centers that are accessible to clients.

Adult Mentoring/Parent Involvement

A key element for success with troubled youths who have little exposure to successful, working members of the community is to provide them with adult mentors. Parent involvement in the schools must be actively encouraged since such involvement increases the success of students. Schools should engage in outreach activities to bring parents into the educational process.

Training in Social Competence and Conflict Resolution

Schools should include training in social skills and the art of conflict resolution in their curricula. Schools should foster the development of values, attitudes and knowledge which encourage young people to live harmoniously with others. Students should learn to use non-violent conflict resolution skills rather than violence as a solution to their problems.

Community Service and Jobs for Youths

Jobs provide young people with a natural connection with the community, constructive use of time and extra income, and aid in building self-esteem. Jobs also help prepare students for future employment as adults. Opportunities for community service provide avenues for a similar experience and help to develop self-worth in students.

Alternatives to Suspension

A major concern of the Task Force members is the number of violent youths suspended or expelled from school who end up in the community with no supervision and no means of learning new behaviors. On- or off-campus alternative education programs provide a means of changing behaviors and in most cases are preferable to suspension or expulsion.

Non-Violent Messages in the Media

The power of the media to influence people, especially young people, is well-known. The media can have a positive or negative impact, depending on the message being conveyed. Programming should neither glorify antisocial behavior nor sensationalize violence.

Smaller Schools

Numerous studies have shown that there is a correlation between the size of a school and the conduct and safety of its students. A small school or a school within a school is not a guarantee of success; however, there are more positive roles for students to play in smaller schools, and it is more difficult for students to get "lost" without having a caring human being notice them and provide help.

SUCCESSFUL EDUCATIONAL PROGRAMS – INTERVENTION WITHIN SCHOOLS

THE TASK FORCE ON SCHOOL VIOLENCE IDENTIFIED THE KEY ELEMENTS OF EFFECTIVE INTERVENTION STRATEGIES TO INCLUDE

- **CARING, KNOWLEDGEABLE, TRAINED STAFF**
- **CONTROLLED, DISCIPLINED ENVIRONMENT**
- **PHYSICAL TRAINING/TEAMWORK**
- **ACCELERATED LEARNING/HIGH EXPECTATIONS**
- **CHARACTER EDUCATION, ETHICS EDUCATION AND SELF-DISCIPLINE**
- **ADULT ROLE MODELS/PARENT INVOLVEMENT**
- **COMMUNITY SERVICE/JOB TRAINING**

Caring, Knowledgeable, Trained Staff

A successful intervention program relies on its staff. Careful screening to ensure that every staff member who works with at-risk students is a caring, knowledgeable and well-trained person is essential.

Controlled, Disciplined Environment

A controlled, disciplined environment provides a structure that is dependable and consistent for troubled youths. A clear philosophy must permeate the environment that the students are worthwhile, caring individuals, but strict disciplinary rules must be set and enforced.

Physical Training and Teamwork

A successful intervention program that includes physical activity and teamwork builds self-esteem and cooperative attitudes among young people. Students learn to work together in non-violent ways toward a common goal.

Accelerated Learning/High Expectations

Many students cite boredom as a reason for getting into trouble. Accelerated Learning, in which students are given substantive academic experiences coupled with high expectations for success, enables students to become energized and vested in learning. The Task Force believes academic success in school builds self-esteem and is an incentive to continue to achieve.

Character Education and Self-Pride/Ethics Education and Self-Discipline

Every student should receive instruction in ethics and training in self-discipline. The Task Force believes that current ethics programs should be expanded statewide and that students should be instructed in self-discipline techniques.

Adult Role Models/Parent Involvement

A key element in intervention programs as well as prevention programs is youths working with adult mentors. Parents should be actively encouraged to become involved in schools, and businesses should be encouraged to allow parents and other employees time for such involvement.

Community Service/Job Training

Job training helps students prepare for future employment. Community service provides for self-worth and may provide valuable links to understanding the community and the individual's role in it.

SUCCESSFUL EDUCATIONAL ALTERNATIVES OUTSIDE PUBLIC SCHOOLS

- **EDUCATIONAL ALTERNATIVES FOCUSED ON SUCCESS CAN REACH TROUBLED YOUTHS.**

When prevention and intervention, using all available resources in the regular school environment, are ineffective with troubled youths, alternative educational options designed to change behavior as well as provide academic training must be available.

Examples of Successful Alternative Programs for Troubled Youths

- The Arizona National Guard's **PROJECT CHALLENGE** program combines classroom work, community service, physical training, and challenging individual and team activities into one unique experience for 16- to 18-year-old students who have dropped out of school within the past 24 months. The core of the program consists of 200 hours of classroom instruction to prepare students for the state high school equivalency or credit exams. Other major areas of instruction include health and drug abuse awareness, leadership and self-discipline, personal development, physical fitness, and basic work skills.

- The Arizona Conservation Corps (ACC) is open to any young adult, age 18 to 25, who has resided in Arizona for six months. The ACC works in partnership with public agencies and non-profit organizations to provide full-time employment and educational opportunities for Arizona's young adults. Work projects focus on environmental maintenance and conservation, and other valuable community service work. Corps members learn the value of education and personal development. Each Corps member works on a customized Individual Development Plan which includes the development of life skills, job skills, personal growth, environmental conservation skills, formal education and vocational training.

- The **Milton Hershey School** in Hershey, Pennsylvania provides a model of a public boarding school. Students reside with a married couple who are not members of the academic faculty and whose sole responsibility is to care for eight to 14 students in their home. The residential program is designed to teach personal and peer group responsibility. Students are required to care for their rooms and assist in the care of the student home. In the area of academics, personalized attention is provided to each stu-

dent. Class sizes are small (approximately 15) and each student's progress is closely monitored. Students are required to take courses in English, mathematics, social studies, science and physical education. In addition, technology course requirements and electives provide opportunities to experience and explore technology applications related to various career fields. The school has a competency-based curriculum. Students must master a particular subject and/or grade level before they are permitted to advance. Students selected for admission receive housing, meals, clothing, and medical and dental care.

- The **Success School Model** being developed and implemented by the Arizona Department of Youth Treatment and Rehabilitation (DYTR) includes a personal development plan, student assessment, a committed student/teacher relationship and student progress which is regularly monitored through a student portfolio system. This new program holds promise for future alternatives for Arizona youths.

RECOMMENDATIONS TO THE LEGISLATURE

THE SUPERINTENDENT'S TASK FORCE ON SCHOOL VIOLENCE SEEKS AND SUPPORTS LEGISLATIVE ACTION TO

- **INCREASE CONSEQUENCES FOR POSSESSION OR USE OF WEAPONS**
- **INCREASE ALTERNATIVES TO SUSPENSION OR EXPULSION**
- **INCREASE GOVERNMENTAL RESPONSIBILITY**
- **INCREASE PARENTAL RESPONSIBILITY**
- **INCREASE FUNDING FOR ALTERNATIVE PROGRAMS**

Increased Consequences for Possession or Use of Weapons

- WEAPON-FREE SCHOOL ZONE: The Task Force on School Violence seeks and supports legislative action to create a weapon-free school zone, in which firearms and other deadly weapons are banned, and to increase to felony status the penalty for possessing deadly weapons on school campuses, on the way to and from school, and within a weapon-free school zone.

- EASIER REMAND OF JUVENILES TO ADULT COURT: The Task Force on School Violence seeks and supports legislative action to expedite the transfer of juveniles who commit violent acts with a deadly weapon to adult court.

- BAN ON THE SALE OR TRANSFER OF FIREARMS TO MINORS: The Task Force on School Violence seeks and supports legislative action to ban statewide the purchase of firearms by juveniles under the age of 18 and to make it a felony to give firearms to juveniles under 18.

- BAN ON THE POSSESSION OF FIREARMS BY MINORS: The Task Force on School Violence seeks and supports legislative action to ban statewide the possession of firearms by juveniles under 18 except when accompanied by a parent or guardian.

Increased Alternatives to Suspension or Expulsion

- EDUCATION ALTERNATIVES: The Task Force on School Violence seeks and supports legislative action to amend A.R.S. § 15-796 to allow a governing board to offer a chronically disruptive pupil who has reached the age of 16 the option of entering an alternative education program, with or without parental consent, as an alternative to expulsion or long-term suspension.

- OPTION OF SUSPENSION WITH CONDITIONS: The Task Force on School Violence seeks and supports legislative action to amend A.R.S. § 15-342 and A.R.S. § 15-840 to allow governing boards to place conditions on the readmittance of a student who has been suspended.

- OPTION OF READMITTANCE AFTER EXPULSION: The Task Force on School Violence seeks and supports legislative action to amend A.R.S. § 15-342 and § 15-840 to allow governing boards the option of expelling a student permanently or expelling a student with conditional readmittance.

Increased Governmental Responsibility

- EDUCATION PROGRAMS IN JUVENILE DETENTION FACILITIES: The Task Force on School Violence seeks and supports legislative action to require each county school superintendent to provide an educational program to all school-age children in juvenile detention facilities.

- COORDINATION OF FUNDING EFFORTS: The Task Force on School Violence seeks and supports legislative action to require the state Superintendent of Public Instruction, the Governor, the Attorney General, the Supreme Court, the Bar Association and the county attorneys to identify and coordinate current funding streams to combat youth violence in communities and public schools. In the absence of legislative action, the Task Force encourages these entities to cooperate in the identification and coordination of such funding streams.

- BROADEN THE FOCUS OF THE ARIZONA CONSERVATION CORPS TO INCLUDE YOUTHS AGES 13 TO 18: The Task Force on School Violence seeks and supports legislative action to expand the scope of the Arizona Conservation Corps to include out-of-school youths ages 13 to 18.

Parental Responsibility

- PARENT COUNSELING PROGRAMS: The Task Force on School Violence seeks and supports legislative action to require parents of youths who are convicted of status offenses to undergo counseling. Courts would be able to make these programs a part of sentencing or offer reduced penalties for participation in such a program.

- COMMUNITY ORGANIZATIONS ON CAMPUS: The Task Force on School Violence seeks and supports legislative action to amend A.R.S. § 15-1105.B. to allow an additional exemption from rental requirements for community groups which address the health or well-being of students. Subsection C should also be amended to eliminate the requirement for insurance for such community organizations; however, schools should not have to bear any additional costs involved.

- PENALTIES FOR TRUANCY: The Task Force on School Violence seeks and supports legislative action to make it at least a Class 3 misdemeanor for a person who has custody of a child to fail to provide public, private or home schooling for the child. The Task Force encourages justice of the peace courts to enforce truancy laws.

- REVISION OF A.R.S. § 12-661: The Task Force on School Violence seeks and supports legislative action to revise A.R.S. § 12-661 to increase the liability of a parent beyond the current $2,500 limit.

Increased Funding for Alternative Programs

- AT-RISK PRESCHOOLS: The Task Force on School Violence seeks and supports increased legislative funding for preschools for at-risk children.

- FUNDING FOR ALTERNATIVE EDUCATION PROGRAMS: The Task Force on School Violence seeks and supports legislative action to provide funding for private/public partnerships, consortia of schools and other governmental agencies to establish alternative education programs for students who are chronically disruptive or who have been suspended or expelled from regular school programs. Such programs may include programs within schools or programs outside schools and must meet the criteria of effective intervention programs.

- FUNDING FOR ALTERNATIVE METHODS OF INSTRUCTION: The Task Force on School Violence seeks and supports legislative action to provide increased funding for the development and implementation of alternative methods of instruction within school systems to make schools more responsive to students. Such funding should cover program development, staff development and start-up costs.

- INCREASE THE NUMBER OF JOBS FOR YOUTHS OFFERED BY PRIVATE BUSINESS: The Task Force on School Violence encourages private business to offer part-time and summer employment to youths ages 15 to 18.

RECOMMENDATIONS TO THE STATE BOARD OF EDUCATION

THE TASK FORCE ON SCHOOL VIOLENCE SEEKS ACTION FROM THE STATE BOARD OF EDUCATION TO

- **INCREASE ALTERNATIVES TO SUSPENSION OR EXPULSION**
- **INCREASE GOVERNMENTAL RESPONSIBILITY**
- **INCREASE FUNDING FOR ALTERNATIVE PROGRAMS**

Increased Alternatives to Suspension or Expulsion

- PLACEMENT IN AN ALTERNATIVE PROGRAM: The Task Force on School Violence seeks action from the state Board of Education to encourage school district governing boards to offer students the option of placement in an alternative program in lieu of expulsion. Such placement provides continued education for students and allows districts to continue funding that education. The funding the districts receive should be passed through to the alternative programs.

- ATTACH CONDITIONS FOR RE-ENTRY TO LONG-TERM SUSPENSIONS: The Task Force on School Violence seeks action from the state Board of Education to encourage schools to attach conditions to the readmittance of students who have received long-term suspensions.

- OFFER AN OPTION OF READMITTANCE AFTER EXPULSION: The Task Force on School Violence seeks action from the state Board of Education to encourage schools to offer an option of conditional readmittance after expulsion.

Increased Governmental Responsibility

- TRAIN STUDENTS IN CONFLICT RESOLUTION: The Task Force on School Violence seeks action from the state Board of Education to encourage school districts to provide training in conflict resolution and instruction in the consequences of engaging in illegal acts.

- REQUIRE THE TEACHING OF ETHICS: The Task Force on School Violence seeks action from the state Board of Education to require the teaching of ethics or character education to kindergarten through 12th grade students.

Increased Funding for Alternative Schools

- SEEK PRIVATE SUPPORT FOR ALTERNATIVE SCHOOLS: The Task Force on School Violence seeks action from the state Board of Education to solicit private/corporate/foundation support for alternative schools.

RECOMMENDATIONS TO THE STATE SUPERINTENDENT

THE TASK FORCE ON SCHOOL VIOLENCE SEEKS AND SUPPORTS ACTION FROM THE STATE SUPERINTENDENT TO

- **PROMOTE STUDENT INVOLVEMENT**
- **INCREASE GOVERNMENTAL RESPONSIBILITY**
- **COORDINATE FUNDING TO COMBAT SCHOOL VIOLENCE**

Increased Student Involvement

- STUDENT ADVISORY COUNCIL: The Arizona Department of Education should form the Student Advisory Council on Violence in Education (SAVE), the role of which would be to advise the state Superintendent on a regular basis on the status of school violence.

Increased Governmental Responsibility

- DISSEMINATE TASK FORCE FINDINGS: The state Superintendent should help facilitate, foster and disseminate the recommendations of the Task Force.

- COLLECT AND DISSEMINATE INFORMATION: The state Superintendent should collect and disseminate information concerning gang and weapons prevention.

- ESTABLISH AN ALTERNATIVE SCHOOL HOTLINE: The state Superintendent should establish an "alternative school placement" technical unit with a hotline to answer questions and help evaluate existing programs.

- DIRECTORY OF SUCCESSFUL PROGRAMS: The state Superintendent should provide a directory of successful programs for chronically disruptive, suspended and expelled students, and provide technical assistance to districts wishing to implement such programs.

Coordination of Funding

- COORDINATE EXISTING FUNDS: The state Superintendent should coordinate Arizona Department of Education funding streams, where possible, to expand programs designed to prevent school violence.

RECOMMENDATIONS TO LOCAL GOVERNING BOARDS

THE TASK FORCE ON SCHOOL VIOLENCE SEEKS ACTION FROM LOCAL GOVERNING BOARDS TO PROVIDE

- **MORE INFORMATION ABOUT SUCCESSFUL PARENTING**
- **BETTER COMMUNICATION BETWEEN THE HOME AND THE SCHOOLS**

More Information About Successful Parenting Must Be Provided to Parents.

Local governing boards, in cooperation with social services groups and the business community, should provide information and programs which would

- educate parents, including teen parents, about child development, the needs and learning styles of children, respect for diversity, and effective parenting;
- be supported by research and be suitable for the diversity of family profiles and cultures;
- explain legal consequences and options available to parents and students when a child is suspended or expelled from school, to assist a family in making informed decisions about the welfare and development of their child;
- convey positive support for the role and responsibilities of parents and guardians; and
- promote the prevention of child abuse and violence.

Better Communication Is Needed Between the Home and the Schools.

Communications between the home and the schools need to be enhanced and increased. Evidence exists that parental involvement in a child's education positively impacts on a child's ability to learn. Therefore, the Task Force on School Violence supports

- an effective open-door policy by schools to facilitate parent accessibility,
- affording sufficient time for teachers to meet and communicate with parents about their child's learning and progress, and
- the provision of family learning opportunities.

CITATIONS OF CURRENT STATUTES

Recommended changes page 11:

CHAPTER 7

INSTRUCTION

ARTICLE 7. ALTERNATIVE EDUCATION PROGRAMS

§ 15-796. Alternative education programs; contract with public body or private persons; definition

A. The governing board of a school district may contract with any public body or private person for the purpose of providing alternative education programs.

B. On the approval of the parent or guardian of a pupil or of a pupil who is an emancipated person, the superintendent of a school district may recommend to the governing board the placement of the pupil in an alternative education program as provided in this article.

C. For the purposes of this section, "alternative education" means the modification of the school course of study and adoption of teaching methods, materials and techniques to provide educationally for those pupils in grades six through twelve who are unable to profit from the regular school course of study and environment.

ARTICLE 3. POWERS AND DUTIES OF SCHOOL DISTRICT GOVERNING BOARDS

CHAPTER 3

LOCAL GOVERNANCE OF SCHOOLS

§ 15-342. Discretionary powers

The governing board may:

1. Expel pupils for misconduct.

ARTICLE 3. SUSPENSION AND EXPULSION OF PUPILS

CHAPTER 8

SCHOOL ATTENDANCE

§ 15-840. Definitions

In this article, unless the context otherwise requires:

1. "Expulsion" means the permanent withdrawal of the privilege of attending a school unless the governing board reinstates the privilege of attending the school.

2. "Suspension" means the temporary withdrawal of the privilege of attending a school for a specified period of time.

Recommended changes page 12:

CHAPTER 10

SCHOOL DISTRICT FUNDS AND RELATED OPERATIONS

ARTICLE 1. REVOLVING FUNDS; SCHOOL PLANT, INSURANCE PROCEEDS, UNEMPLOYMENT COMPENSATION, CIVIC CENTER SCHOOL AND PERMANENT TEACHER AGE FUNDS

§ 15-1105. Civic center school fund; reversion to school plant fund; definition

§15-1105.B. The governing board may permit the uncompensated use of school buildings, grounds, buses, equipment and other school property by any school related group or by any organization whose membership is open to the public and whose activities promote the educational function of the school district as determined in good faith by the school district's governing board, including extended day resource programs, except as provided in § 15-511.

CHAPTER 6

SPECIAL ACTIONS AND PROCEEDINGS BY INDIVIDUAL PERSONS

ARTICLE 7. TORTS OF MINORS

§ 12-661. Liabilities of parents or legal guardians for malicious or wilful misconduct of minors

§ 12-661.B. The joint and several liability of one or both parents or legal guardian having custody or control of a minor under this section shall not exceed two thousand five hundred dollars for each tort of the minor. The liability imposed by this section is in addition to any liability otherwise imposed by law.

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